

Revised February 9, 2005, E&EP Department Meeting, adopted 020905

**Faculty Qualifications for Teaching in or Advising Students for the  
Doctor of Education in Instructional Leadership**

**Department of Education and Educational Psychology**

Based on the meeting of 9/24/03 when a faculty qualifications matrix was created, it was discussed that the key characteristic of a professor for teaching or advising students in the Ed.D. Program was expertise. This expertise has two components: content knowledge and the ability to convey that knowledge through high quality teaching. These guidelines should be paramount when appointing faculty, but it should also be kept in mind that there are multiple ways to demonstrate these competencies. Therefore, the following matrix was composed.

<b>Criteria</b>	<b>NCATE Competencies</b>	<b>NEASC Competencies</b>	<b>E&amp;EP Criteria</b>
1. Expertise	Earned doctorate in a specified field of expertise or a field related to the area of expertise; demonstrated expertise that can include a Masters degree or professional experience	Advanced degrees held	Earned doctorate in a specified field of expertise or a field related to the area of expertise
2. Scholarship / Creative Activity	Meaningfully engage in related scholarship; They are actively engaged in inquiry that ranges from knowledge generation to exploration and questioning of the field	Evidence of scholarship; Creative activity	Publications: Articles published in refereed journals, articles published in non-refereed journals, online publications, chapters in books, books, published curriculum, research reports, monographs, published proceedings Presentations: Refereed paper presentations at research conferences, paper presentations, round table sessions, poster sessions, general presentations Grants: PI, consultant, evaluator School and/or community initiatives: School-based initiatives, community initiatives related to your line of research and/or teaching
3. Life-long Learner/ Additional training	Continuous learners; Continuous professional development	Advanced study; Training	Example: Conference attendance that is used to improve scholarship and teaching, workshop attendance, course completion
4. Supervision and/ or Advisement	Contemporary professional experience for supervisory/advisory responsibilities	Relevant professional expertise	Example: Advisement (primary or secondary advisor for doctoral dissertation), program coordinator, University supervisor for 092 certification, etc.
5. Credentials	Holds credentials recognized for competence in a particular field	Credentials such as teacher certification, administrative certification (092)	Has held, holds, or is eligible for administrative certification (092 program); or holds credentials recognized for competence in a particular field

1 Expertise	2 Scholarship	3 Life-long Learner/ Additional Training	4 Supervision and/or advisement	5 Credentials
0=No earned doctorate or doctorate in unrelated field,  1=Earned doctorate in Instructional Leadership, C&I, Ed. Res., Ed. Psych., or in a related field in education	0=no evidence of scholarship (pubs., grants, etc.) activities in the past 5 years  1=evidence of scholarship activities in the past 5 years, especially related to the specific topic of the course  2=evidence of successful scholarship activities in the last 5 years with an obvious line of research, especially related to the specific topic of the course	0=No advanced study or training in the topic for the course content  1= minimal experience (at least 1-2 examples of advanced study or training, seminars, courses, workshops, conferences in the last 5 years),  2=moderate experience (at least 2-3 examples in the last 5 years),  3= extensive experience (at least 3-5 examples in the last 5 years)	0=no doctoral committee experience  1= doctoral committee experience as a sec. advisor or reader, but not as a primary advisor  2=doctoral committee experience as a primary advisor  or  N/A	0= No evidence of recognition for competence in the subject area in the last 5 years (i.e., teaching courses, certification in a related field, etc.)  1=evidence of recognition for competence in the subject in the past 5 years (at least 1-2 examples)  2=extensive evidence of recognition for competence in the subject in the last 5 years (3 or more examples)

## Process for selecting faculty to teach in the EdD Program

1. The Faculty Qualifications Review Committee (FQRC) will consist of the 3 people who advise the Chair: EdD Coordinator, a member of the EdD faculty or a dept. faculty member, and a dept. faculty member  
Any dept. faculty member will be a volunteer (confirmed by vote) from the E&EP dept.
2. The Faculty will be informed of the dates and times for the courses.
3. A Faculty member will let the Chair know of his or her interest in teaching the course and submit a detailed CV to have evidence for the DHE that the qualifications have been applied.
4. The FQRC reviews the information and submits results to the Chair.
5. The Chair appoints the faculty member.
6. Selected member receives an EdD orientation, as requested by the DHE (see attached).
7. All decisions will be made in accordance with the regulations in the CBA.

### **Proposed Workshop Topics for All Doctoral-Level Faculty Members**

1. Your area of expertise, ways to contribute to the program
2. Continuing your line of research
3. Scholarship: Presentations, publishing standards, etc.
4. Doctoral program standards and goals
5. Writing standards
6. Program philosophy
7. The sequence of courses for the Ed.D.
8. The future of instructional leaders
9. Program overview
10. Program evaluation process
11. The admissions process
12. Developing a doctoral-level syllabus
13. The doctoral research process
14. Level of expected outcomes
15. Program bibliography
16. Admission vs. candidacy for the degree
17. Policies and procedures pertaining to doctoral students
18. Roles of the academic advisor at the various stages of the doctoral program
19. Comprehensive exams
20. Role and selection of the doctoral dissertation committee

### **Proposed Workshop Topics for Ed.D. Faculty Advisors**

1. A review of the advising process
2. Being current in your area of study
3. Expectations related to expertise with respect to content and research skills
4. The difference between a doctoral research seminar and a regular course
5. Developing a doctoral research seminar syllabus
6. The research process
7. APA writing standards
8. A description of the research seminar sequence: expectations and outcomes
9. The difference between an MA/MS thesis and a doctoral dissertation
10. Faculty response time for returning student work
11. Types of dissertation research
12. Acceptable dissertation topics
13. The dissertation proposal
14. Acceptable chapter outlines
15. Acceptable samples
16. Instrumentation
17. Proofreaders: What is acceptable?
18. Research consultants: What is acceptable?
19. The doctoral intent, dissertation proposal and hearing, and the completed dissertation and defense
20. The nature of student's exit interview and filing for graduation
21. Filing copyright for publication and authorship of later publications
22. APA guidelines for authorship
23. Applying for CSU Retraining Grants